

Deconstruction of the Standards A College and Career Readiness Initiative

KASA Conference – July 14
Pulaski County HS – July 27
Hazard CTC – July 28
Madisonville CTC – August 3



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Deconstruction of the Standards

A College and Career Readiness Initiative

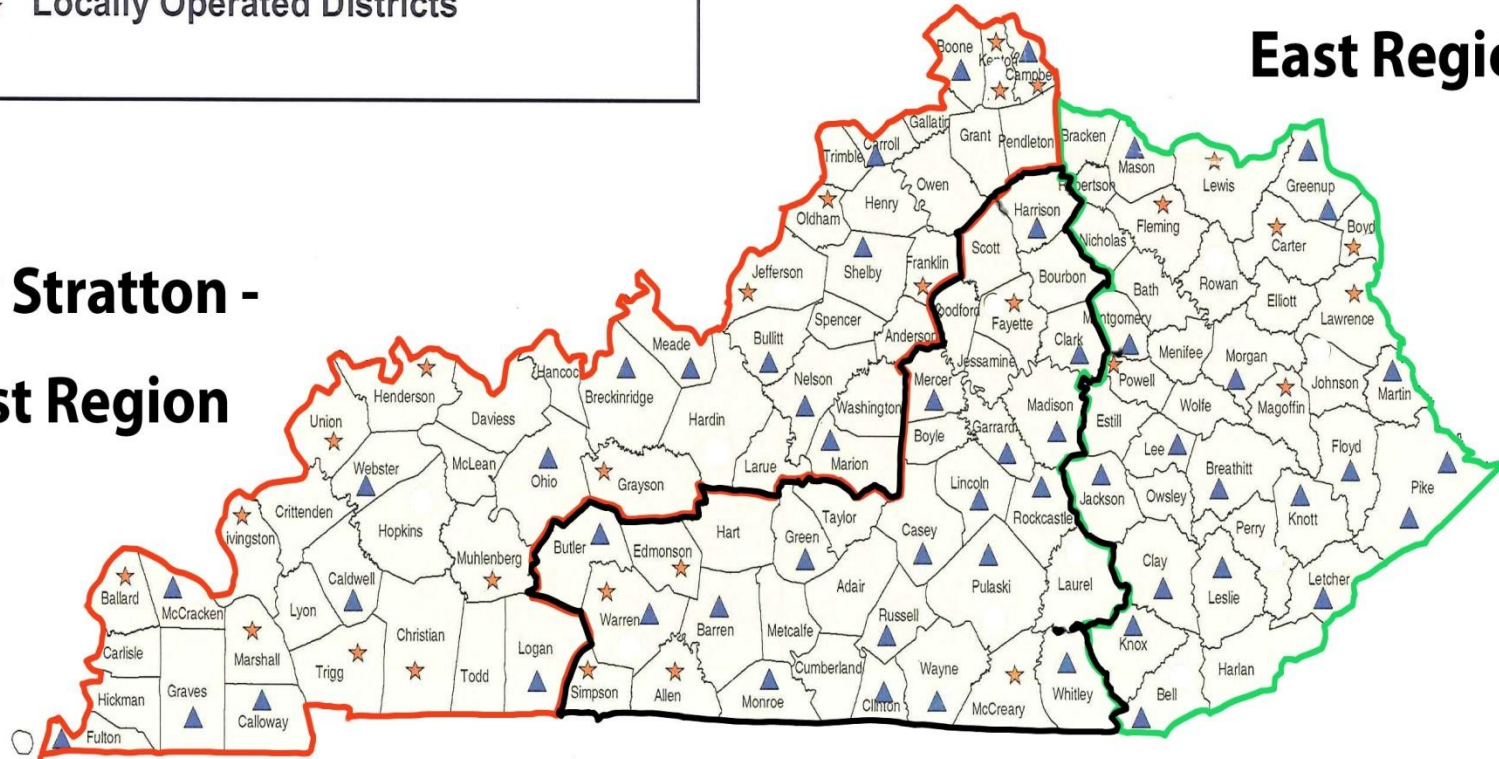
- Welcome & Opening Comments
- Introductions
- KWIB Strategic Plan
- CTE Steering Committee & Workgroups
- Deconstruction of the Standards
- Program Assessment & Program Reviews
- Close the Deal
- Next Steps
- Closing Comments



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- ## Barney Judd - East Region

Mary Stratton - West Region



Linda Floyd - Central Region

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WorkSmart Kentucky Plan

Kentucky Workforce Investment Board

July, 2011

Beth Brinly, Commissioner of the Department for Workforce
Investment

<http://www.kwib.ky.gov/documents/WorkSmartStrategicPlan.pdf>



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- **Sector Strategies**
 - Statewide Sectors
 - Regional Sectors
- **Industry Partnerships**
 - Request For Proposals
 - Career Pathways
 - Industry Certifications



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- **High School Outreach**
 - Assessment
 - Career Exploration
 - Workforce Information
 - Employability Skills Development
 - Postsecondary Transition Support
 - Linkages to Business Community



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- **Work Ready Communities**
 - Graduation Rate
 - NCRC Holders
 - Community Commitment
 - Educational Attainment
 - Soft Skills Measurement
 - Availability of Internet/Digital Literacy



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- **Education Alignment Action Steps**
 - Tech-High
 - I-Best/Skill Up
 - Apprenticeship Sales Force
 - GED Express: Lodge and Learn



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CTE Steering Committee

Dr. Dale Winkler





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TEK Recommendation 5A

"The Secretary of the Education and Workforce Development Cabinet and the Commissioner of Education should establish a steering committee to develop a comprehensive statewide plan to implement a new model of secondary career and technical education (CTE) with an emphasis on innovation and integration of core academics, 21st-century skills, project-based learning and the establishment of full-time career and technical education programs, for implementation in the 2012 General Assembly. The plan should include a new delivery system that integrates and elevates the two offices in KDE and OCTE currently delivering CTE."



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TEK Recommendation 5B

"KDE and the Department of Workforce Investment should continue to work collaboratively to better join academics and career/technical education studies to realize the potential of career and technical education in improving high school achievement, graduation rates, and college and career readiness."



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TEK Recommendation 5C

“The Kentucky Board of Education should support innovative approaches, such as theme high schools and career academies, to support the integration of career, technical, and academic programs and their further development in secondary schools.”



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Committee & Workgroups



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Workgroups

- Sector Strategy
 - Total Partnerships
 - Industry Partnerships
 - KWIB/LWIB
- Curriculum & Program Development
 - Integration of core academics
 - Career Pathways
 - Theme HS, Career Academies, Work-based Learning
 - Career & Technical Student Organizations
- Assessment & Accountability
 - Program Assessment Review
 - Career Readiness Measurement
 - Industry Certification



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Workgroups continued...

- Professional Development
 - Professional Growth
 - Technical Update Training
 - Alternative Certification/Certification
- Operations
 - Consolidation of Central Offices
 - Regional Structure
 - Status within Education & Workforce Dev. Cabinet
 - Policy issues between local school districts & ATCs
- Perkins Fund Management
 - Governance of Perkins Funds
 - Relations with KWIB



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Meetings

- CTE Steering Committee
 - June 24, 2011
 - Mid-August
 - Mid-September ???
 - End of September
- Workgroups
 - 2-4 Face-to-Face Meetings
 - 2-4 Conference Calls/Webinars



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<http://tek.ky.gov>



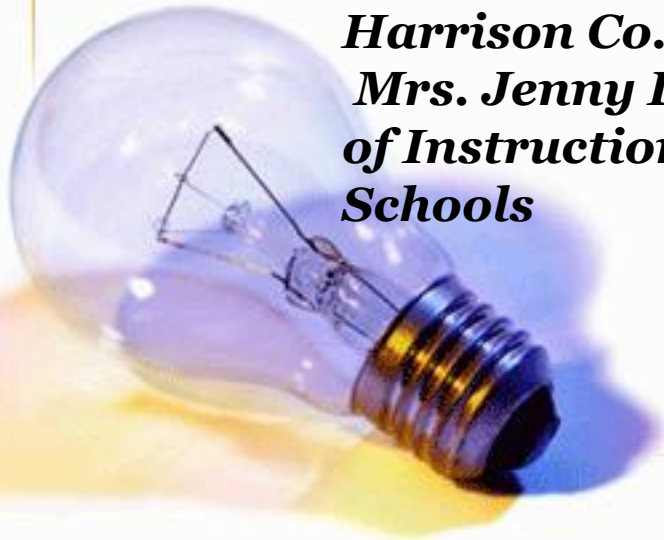
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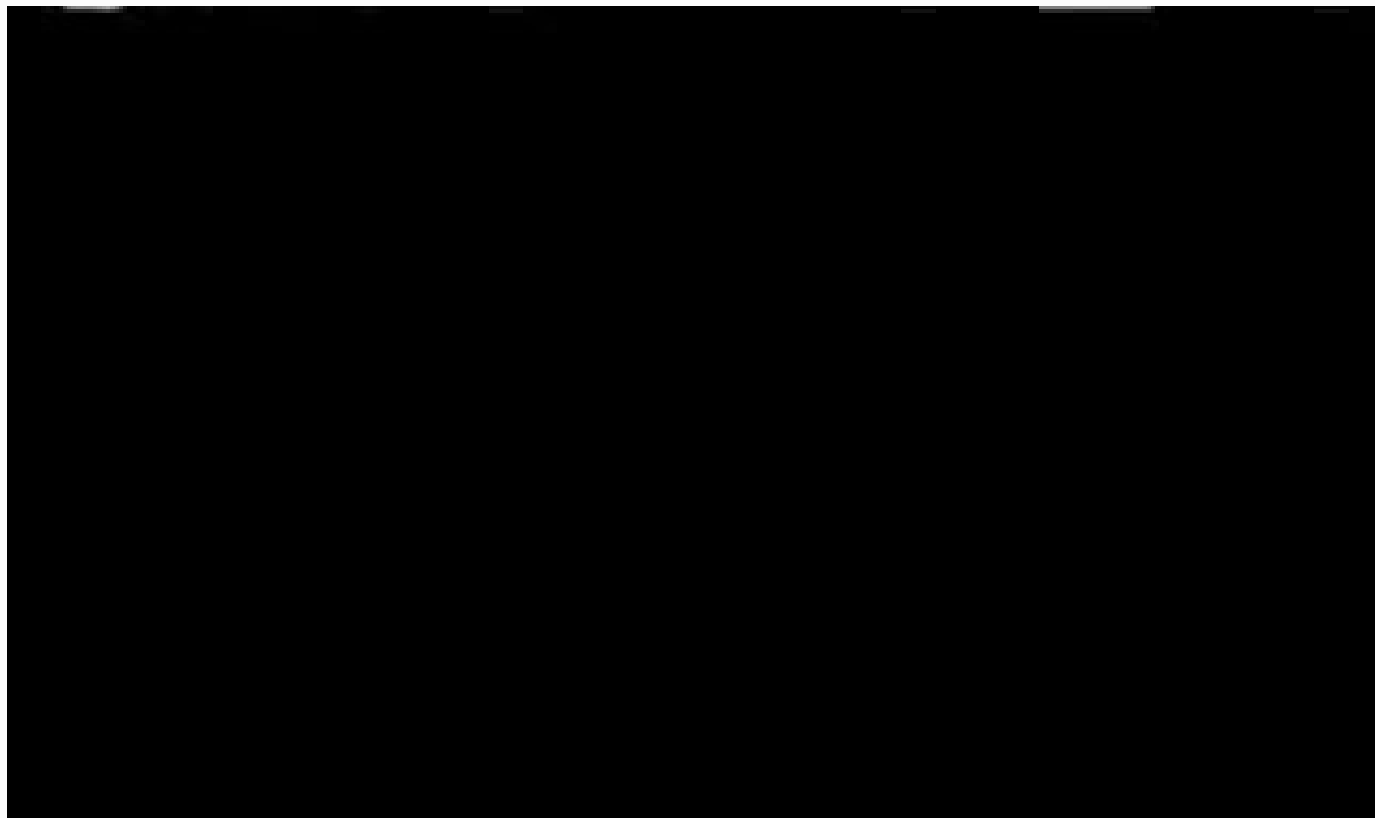
Recognizing the Obvious:
*“One ATC and School
District’s Partnership to
Proficiency”*

*Ms. Diana Gordon, Principal,
Harrison Co. ATC*

*Mrs. Jenny Lynn Hatter, Supervisor
of Instruction, Harrison County
Schools*



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Our Vision:



Every child proficient
and prepared for success



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Why do we need Next Generation Learning?

- 1. Social and ethnic diversity of our population**
- 2. Globalization that fosters international competition and collaboration**
- 3. An economy that requires higher education levels in the workforce**
- 4. Technologies that are rapidly and fundamentally changing the way students interact with the world.**



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Senate Bill 1 (2009)

- Revised content standards
- New balanced assessments
- New state accountability system



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**1. We are HERE –
*have frank discussions!***



**•Four “doors”
*how to unlock them –
don’t overlook the
obvious!***



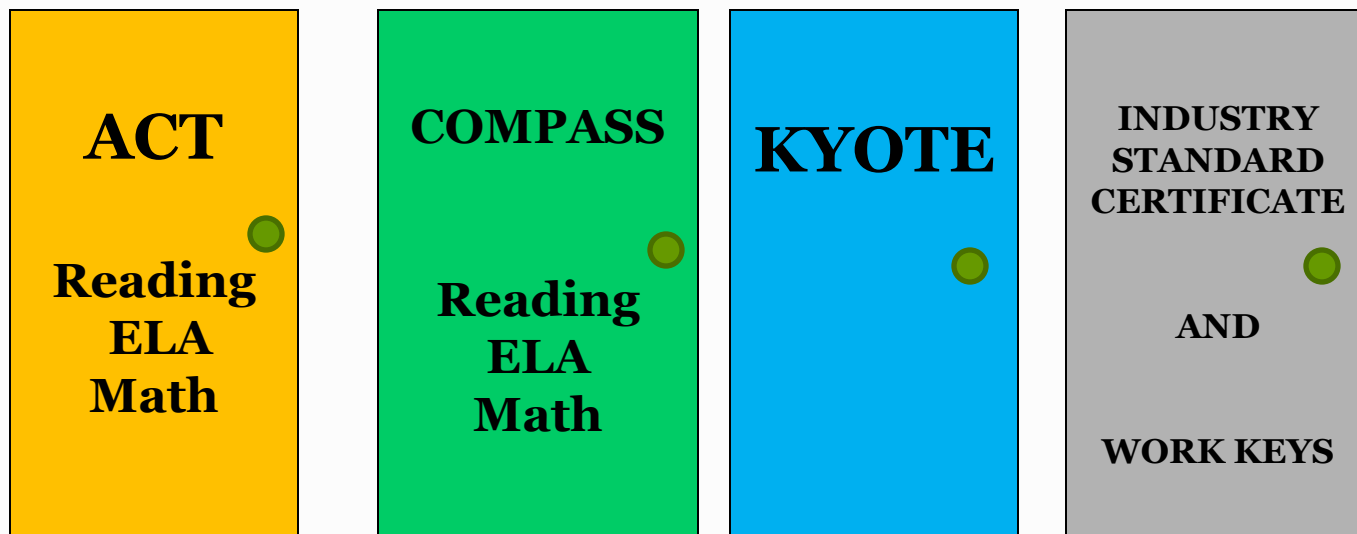
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The “Doors” to College & Career Readiness



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College Readiness Benchmarks for the ACT Test

Test	EXPLORE Score <i>Range: 1-25</i>	PLAN Score <i>Range: 1-32</i>	ACT Score /CPE Score <i>Range: 1-36</i>	COMPASS Score
English	13	15	18 /18	74
Reading	15	17	21/20	85
Mathematics	17	19	22/19	36
Science	20	21	24	n/a

At HCHS Intervention will be based on the student meeting the **ACT Score benchmarks in RED**. The CPE (Council on Post-Secondary Education) score will be used to determine if a senior will take the COMPASS test



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2. What we are DOING *working together and having FUN!*

- *Targeted, focused discussions*
- *Intervention System Plan –
Push Lists, etc.*
- *Next Year – transitional
courses, intervention ideas, etc.*



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3. Finding the keys and walking up the stairs: *Ideas about making it better & working together.*

- *“Back to school” – taking the
Compass test*
- *“Lunching and learning”*
- *List making and sharing (Core
Content)*





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4. Future Plans

Now that we have “recognized the obvious” – we are NOT looking back!

Assess our success and adjust for student proficiency.

Have more “lunch” – every good army travels on it’s stomach!





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An “Obvious” Partnership



and



**Harrison
County Schools**



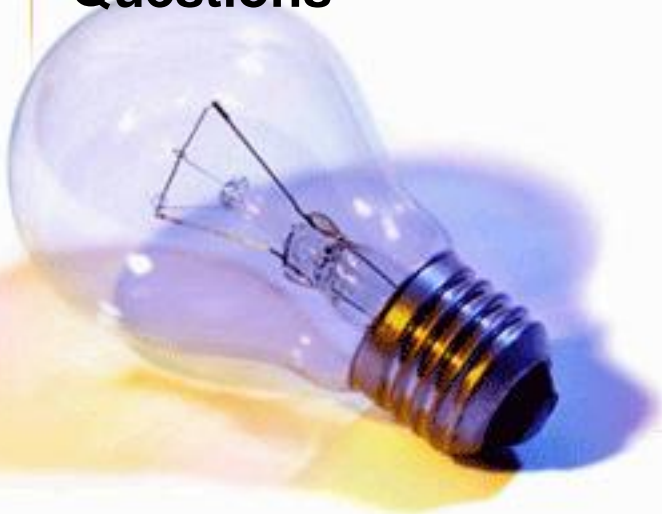
Side by Side

Program Reviews & Program Assessment



Program Review (PL/CS) and Program Assessment

- **Overview of Program Assessment**
- **Compare and Contrast Program Review and Program Assessment**
- **How does Program assessment support Program Review**
- **ATC role in Program Review**
- **Questions**



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Program Review (PL/CS) and Program Assessment

- **Program Assessment History**
- **Current participants of Program Assessment**
- **Process of Program Assessment**
 - **Standards document development**
 - **Cycle – Self and Team Assessment**
 - **Team representatives**
 - **Team visit**
 - **Reporting**



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Program Review (PL/CS) and Program Assessment

Compare/Contrast – Program Review & Program Assessment

Program Review	Program Assessment
School level	Program level
Self review component	Self review component
School stakeholders involved in process	School stakeholders involved in process
Sample evidence	Required evidence
Conducted by school/district	Team representative from outside school/district
Included as part of state accountability model	Partial accountability for funding and Perkins



Program Review (PL/CS) and Program Assessment

- **Program assessment and SACS (Advanc-Ed)**
- **Each ATC has a school box. The documentation gathered for this box fulfills Advanc-Ed standard and will be referenced in alignment document**



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Program Review (PL/CS) and Program Assessment

Sample Alignment of Evidence for Program Review and Documentation for Program Assessment

Page	Program Review and Program Assessment
5, 8	Curriculum maps, Problem solving, Lesson Plans
17, 18	School data analyzed
21, 22	Advisory committee minutes
24	Vision Mission/Beliefs



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Program Review (PL/CS) and Program Assessment

How Can ATC's Support Program Review

- 1. Involve ATC in the Program Review dialogue as a resource**
- 2. ATC staff become members of committee**
- 3. Identify evidence the ATC has through Program Assessment**
- 4. ATC staff member serves as a member of the district review team and/or help identify community stakeholders**



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Program Review (PL/CS) and Program Assessment

- **Writing Program Review and Program Assessment**
- **Training emphasis on writing, career pathway, curriculum map and program improvement development**
- **Worked with ATC to analysis data – Part of the Advanc-Ed SACS CASI documentation**

• **QUESTIONS**



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Rockcastle County ATC “Close the Deal”

Ralph Baker, Principal





October 12, 2010

Open House/College Preparation Workshops

257 Parents

-representing-

275 Students



Activities Included:

- College Admission Counselors
- KEES Dollars Estimates
- Admission Requirements
- Financial Aid & Scholarship Opportunities
- Current Dual Credit
- Future Articulated Credit
- Infinite Campus Parent Portal



Preparing Students for College & Career

- College Readiness
- Career Readiness
- Family Resource Youth Service Center
- After School Tutoring
- Counseling
- Parent Communication
- Student Performance Interventions
- Special Needs Accommodations



Next Steps

1. Where is your district in the Deconstruction of the Standards Process?
2. How might CTE staff participate in the process?
3. Do you have a committee that will facilitate the Program Review process? May a ATC staff member serve on this committee?
4. How might the high school and ATC collaborate on the 2011-2012 Close the Deal event?